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COMMUNITY ENGAGEMENT PROJECT REPORT

Berkeley Excavation Project 2014

Supported by the University of Bristol's Green Apple Scheme

Lead contacts

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Aims and institutional priorities

This project aims to create a community and ethics engagement model for use in a range of disciplines at HE, which offers students an opportunity to develop transferable and subject-specific skills.

The model supports typical institutional priorities of:

- public engagement and community relations
- public awareness of university research and fieldwork
- transferable student skills and graduate attributes

Additional University of Bristol-specific institutional priorities addressed:

- *Medieval Cultures*, cross-cutting institutional research theme
- The Institute of Advanced Studies' research themes of *Community and Ideas*, *intellectuals and the role of the university*, and its research programme *The Joined-Up University?*

How the project relates to external ESD agendas

The project supports many aspects of the HEA/QAA's *Education for Sustainable Development: Guidance for UK higher Education Providers* (June 2014). Those aspects that are most relevant to this case study are laid out in the table of graduate outcomes (Table 1).

Knowledge & Understanding	Skills	Attributes
Evaluate the impacts and interconnections between the activities of different generations, demographic groups and cultures, recognising that there may be tensions and competing factors between them	Critically assess and analyse sustainability issues that need to be addressed, including real-life examples, within the context of their own discipline, area of study or profession	The ability to clarify their own views on ways that sustainability can be achieved in different local and global communities and circumstances
Identify the importance of drawing upon scientific evidence and scholarly research in seeking to understand the environment and the impact of human activity upon it	Think systemically, in terms of recognising connections and interactions between factors, and understand that actions often have multiple consequences	The capacity to be flexible and resourceful and adapt their problem-solving mindset to fit changing or unforeseen circumstances
Describe how aspects of their own discipline or area of study contribute to sustainable development	Effectively engage with real-life problems relevant to sustainable development	
Identify the wide range of human cultures in existence, and understand both the benefits and the challenges that these cultures present in terms of sustainable development	Identify the importance of empowering individuals and organisations to work together to create new knowledge	
	Tackle and negotiate sustainable development conflicts with an awareness of different perspectives and motivations	
	Facilitate and mediate progressive discussions among interested parties (stakeholders) to help resolve dilemmas and conflicts	

Table 1: Table of Graduate Outcomes relating to ESD that students may experience as part of this model, adapted from the HEA/QAA's *Education for Sustainable Development: Guidance for UK higher Education Providers* (June 2014).

The project also contributes well to UNESCO's definition of ESD and the goals of the United Nations Decade of Education for Sustainable Development (DESD) (2005-2014). In particular, the project relates to cultural diversity and reflects the need to be locally relevant and culturally appropriate. It invites input from the local community and values the knowledge and wishes of Berkeley residents.

The project asks students to reflect on broad issues of ESD and how their archaeological work affects the local community. It provokes enquiry into sustainable tourism, as the archaeological excavations take place within two commercialised heritage sites (Berkeley Castle and the Jenner Museum and Gardens). In the

past, Berkeley's river was navigable but is now overgrown. By researching this fact, students begin to understand climate change over time and how human intervention can change the landscape.

The processes encountered in the project allow students to consider future problem solving and community problem solving (e.g. preventing conflicts between University archaeologists and the local community). And all this learning takes place outside the classroom, providing a "real-world" application of their knowledge and skills.

Project planning and design

A brainstorming session with 8 UG's and 1 MA complemented planning sessions run by another 5 UGs and 2 MAs, under the supervision of the Social Media Coordinator (a PhD student). The variety of students in these different sessions ensured that a balanced project design was created.

Students decided on the following requirements and design for the event.

Practical Requirements: post-it notes; A2 paper (colour); pens; snacks and drinks; takeaway information cards with information about the excavations.

Questions were designed around four themes: communication and engagement; environment and social sustainability; community responses and representation; and the ethics of the excavation and display of human remains (see Appendix A).

Students identified a number of skills that were acquired during the overall BCP Social Media Project many of these mapped onto skills developed as part of the community engagement activities.

Project delivery

Individual questions were written by hand on colourful A2 paper sheets. During the event, attendees wrote responses to the questions on post-it notes and stuck their replies to the corresponding question. This technique was simple and effective and resulted in a colourful display (see Appendix B).

A small welcome table with University of Bristol literature (prospectus and *What's On* magazine) was arranged, alongside a table of snacks and drinks. This ensured a relaxed and warm reception. The atmosphere was excited and was enhanced by the provision of an artefact handling session that was particularly appealing to the 5 young children who attended. In total 16 locals visited, alongside 3 representatives from the Berkeley Castle, 7 students, 1 site director and 1 site supervisor. Total: 28 attendees over the course of an hour.

During the community event, attendees did not engage with the ethics of human excavation and display questions. This was partly due to the placement of this batch of questions, and partly due to the lack of direction given by the students to the public to engage with this topic.

The number of community who attended was limited as the event was held before 5pm on a weekday, when many local people are working. This was impossible to work around as the students were unavailable at the weekend. In the future, this could be built in to the project timetable and students could elect to come along at the weekend.

Community responses (detailed below) were considered by the students and used to direct the creation of in situ display boards around Berkeley. These were placed at popular points where permission was granted (Churchyard, Berkeley Castle, Jenner Museum and community library). Students created the poster

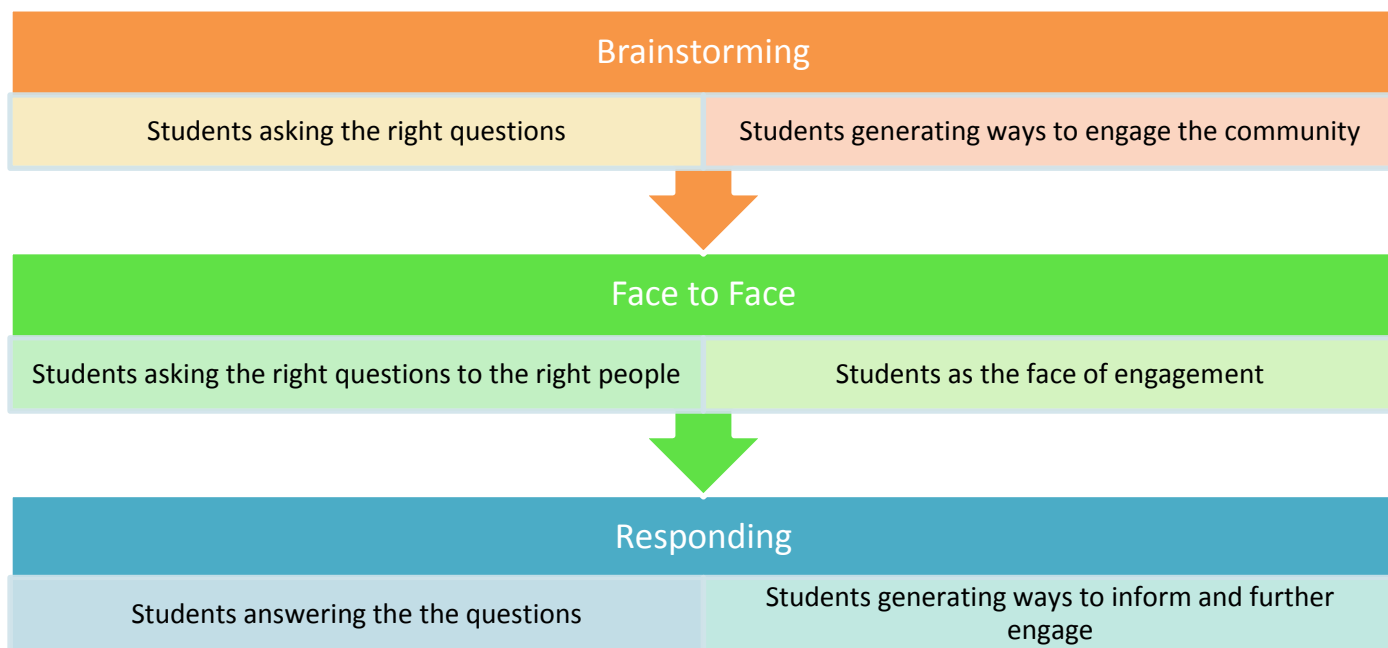
content and design. An adapted version of the questions posed to the community were also made into a flyer that was distributed at all four locations (250 A5 full colour copies). The posters and flyers were placed at Berkeley in time for the Festival of Archaeology which increased typical public exposure to such material.

The Coordinator arranged for printing via the University's bespoke print services. The poster boards were printed at A1 size, with painted 2x2" timber post cut to a point to push into the ground. The dibond material chosen is relatively lightweight yet very rigid aluminium composite material and is environmentally friendly as it is fully recyclable. The posters were placed on display as a temporary exhibition that itself encouraged further community response and enhanced communication links between what the University is doing (student excavations run by the Department of Archaeology & Anthropology) and the local community (see Appendix C).

The posters were also made available online as downloadable content. This widens the reach of the materials produced to a worldwide audience.

The Model

This project can serve as a model for other disciplines across the HE sector. Any discipline that conducts fieldwork, especially on an ongoing basis, may wish to consider how they can improve their communication with the local community by utilising the skills and enthusiasm of students. This also provides students with a valuable learning opportunity where they can practise their communication skills and see best how to tailor their engagement.



The stages of successful community engagement

Stage 1 – Identify

- A. Identify your community: is your community a small town or an entire region? The scale of your project will be determined by this assessment.
- B. Identify how your community communicates: do they use social media or local newsletters? Do they attend community meetings in a town hall or congregate at other key locations?
- C. Identify when best to contact your community: can they attend talks, lectures, tours, etc. that you provide? Or do you need to be flexible with your timetable?

- D. Identify how you can start communicating with your community: who are the key contacts?
Consider leaflets through the letter box.

Stage 2 – Students at the heart of the project

Within a loose guidance framework:

- E. Place students at the heart of creativity: let students brainstorm creatively.
- F. Place students at the heart of engagement: let students determine the questions and methods to use when engaging the public.
- G. Ensure that students are fully briefed on the project and prepared to engage with the public.

Stage 2 – Engage

- H. Provide a welcome: tea, coffee and biscuits soften the initial meeting.
- I. Prepare for the unexpected: young, old, friendly or hostile, any public engagement can mean anyone turns up. Are your facilities suitable for all types of visitors? Are you prepared to entertain younger audiences, or offer a seat to older ones? What added incentives can you offer them for their time?
- J. Place students at the heart of engagement: students are knowledgeable, enthusiastic and friendly. These characteristics are essential in the running of an effective engagement activity. The public will appreciate their less formal and eager attitude, and are more likely to relax and respond positively to students.
- K. Capture the engagement: take photographs (ensuring you receive proper permission). Record the number of attendees.
- L. Responses: ensure that any feedback is properly recorded. If you are asking the community questions, responses need to be collected and reported on.

Stage 3 – Respond

- M. Respond to feedback: the community will appreciate you responding to their wants and needs.
- N. Student-generated educational materials: provide a means for the public to learn about your project and offer an opportunity for students to apply their knowledge. This may include on and off-line materials (like downloadable teacher packs or *in situ* exhibition boards). Such materials promote even more engagement.

Stage 4 – Long-term Planning

- O. Repeated engagement: embed time and resources for community engagement in future fieldwork plans.

Evidence of Increased Sustainability Awareness

Local Community

Based on responses collected by students during the community engagement session, members of the local community increased their sustainability awareness (see Appendix A).

In terms of the Environment and Social Sustainability, Berkeley locals identified that they were interested in how the environment and the town layout has changed over the centuries. This could be facilitated by the University's archaeological project and include involvement of locals. The community saw positive outcomes from archaeological work in terms of local socio-economics that would be aided by increased visitor numbers that would financially support local business. The community felt that increased engagement with the archaeological project would make it more socially sustainable, they requested more events (to include the town), and less secrecy surrounding artefacts.

With regard to community representation, the locals had mixed views about the excavation (many dislike the muddy boots!). They deeply valued learning more about the town's past but saw potential for more engagement (to more accurately represent Berkeley). Communication and engagement were highlighted as core areas of interest for the local community. They welcomed the idea of *in situ* information boards around the town as other communication routes are not always accessible (e.g. the older generation do not use social media channels).

Students

A student feedback survey following the social media project asked students to reflect on what skills and knowledge they thought that they developed. All data was collected anonymously. While ESD (as a term) alone did not resonate well with the students in their feedback, many skills and learning opportunities that align with ESD were identified. Below is some selected feedback.

While only 27% of students identified learning about ESD, this reflects the fact that not all students gained experience and training in this aspect of the whole Berkeley project – some students worked for a week, while others only a day. More promisingly, 91% of students learned about local community engagement – a vast improvement on previous years when no community engagement took place.

The range of skills developed as part of the social media project align well with sustainability transferable skills and the free responses demonstrate that sustainability-related aspects resonated well with students.

What skills did you develop as a result of the project?

Creativity	100%
Teamworking	91%
Independence	82%
Critical thinking	73%
Adaptability	73%
Public engagement	64%
Project management	64%
Improved Confidence	27%

Did you learn about any of the following?

Local community engagement	91%
The ability to create media content such as online e-learning content	91%
Cultural heritage resource management and tourism	82%
Ethics of excavation research on, and display of, human remains	64%
The relationship between archaeological sites and their environment	64%
How ideas about past human societies have developed through archaeological research	64%
Skills in the design of poster displays (particularly relevant to conference poster presentation and heritage display)	45%
Authenticity	36%
Knowledge and practical experience of issues relating to Education for Sustainable Development	27%
in situ learning	18%

What was your greatest contribution?

- public engagement
- poster and video
- Creating new and funny ways that can attract people to become interested and read further into archaeology
- ... sounding off each other to develop our ideas and create something to be proud of
- Enthusiasm

What did you like best about your involvement with the Social Media Project?

- Strengthening engagement with the public and local community.
- community event
- added a more interesting dimension to the 2 weeks than simply digging. was able to design posters and create websites and interact with the public, therefore gaining a number of transferable skills that you wouldn't develop by digging
- teamworking
- The friendly atmosphere
- Students were encouraged to freely explore and develop their own ideas in a well-organised and and friendly environment
- Relaxed, professional atmosphere with a great supervisor
- ... and the opportunity to attempt my own ideas with regards to promoting the site
- Having the freedom to initiate our own ideas.
- The diversity of projects you can do to engage people into archaeology

Any other comments?

- This whole project could not have happened without Aisling Tierney, and her kindness and professionalism is commendable.
- keep running!!
- Very interesting and rewarding - look forward to taking part again next year.
- Well done Ash!
- An excellent opportunity!

Future planning

Future planning will take into account aspects of the project that could be improved upon.

Based on the responses from both students and locals, the project was hugely successful and will be modified to run again as part of the normal Social Media Project offerings in summer 2015. Funding has been secured for the Social Media Coordinator's teaching time over the 4 week excavation period and she will oversee future community engagement events. Discussion with the project supervisor has indicated that it may be possible to work during one Saturday (in lieu of the Bank Holiday). This will allow students to host a community engagement event at the weekend, which is more suited to locals who work full time jobs. We hope that this will increase the number of locals who attend the event.

During the community engagement event one set of questions was not addressed due to its placement within the room. This problem can easily be remedied for next year by ensuring proper placement of information and better training for students.

The Social Media Coordinator will also address the issue of students' understanding of ESD and how it relates to their subject and local community engagement. This will be facilitated by incorporating guidance within pre-excavation orientation documentation provided to students, and offered within pre-excavation meetings and training sessions. This will ensure that all students, regardless of the number of days they volunteer, will have an opportunity to learn about ESD. Documentation will also direct the students to online ESD resources tailored to their subject :

<https://wikis.bris.ac.uk/pages/viewpage.action?pageId=52396811>.

More planning time will be devoted to the community engagement event before the excavation begins so as to allow for discussion and deeper reflection on the ESD-related topic areas.

It may not be possible to run a 2015 temporary exhibition due to funding limitations. It is hoped, however, that a small pot of funding will be allocated from the excavation budget towards the printing of A5 flyers to be distributed during the Festival of Archaeology as this is an excellent opportunity to introduce sustainability issues to a wider audience who are also interested in Archaeology.

Within the student feedback, more detailed questions on ESD will be asked so as to capture how students' understanding of sustainability was improved during the excavation period.

Appendix A – Questions and responses

Communication & Engagement

Have you connected with our social medial sites? If so, what do you like and what could we improve?

1. Yes I have. Like finding out what you have found and how this links to the history of Berkeley.
2. No
3. No
4. No
5. No, but will now.
6. Don't use social media – don't much of the older generation does.
7. Suggestion: links in the library – contact library webmaster.

Do residents feel that they known enough about the dig and what's happening?

1. Need posters
2. Public won't know much about the dig/history
3. Not really, would be nice to know more.
4. No. I have not been told at school about Berkeley's history.
5. Wouldn't know what's going on unless you're interested in history.
6. Finds it sad that we turn over students as new people won't know what is going on – good data management?
7. Video of the town of Mark and Stuart talking? (to go in library?)
8. Not at all – v. few know what's going on

Would you be interested in more accessibility to the artefacts?

-Display in the local area? -Library? -Where would be a good place?

1. The Berkeley arms
2. AV system in the library – video.
3. Yes I am quite interested in the artifacts - Town Hall?
4. Handling 'canvassing'
5. Find somewhere free to enter
 - a. Display good idea to include the town
 - b. Use a video?
 - c. Evening talks?
6. Stuart did not want public to know what metallic finds were found – agrees.
7. Going into primary schools
8. Yes I would like to see more of the artifacts
9. Stewart and Mark should do talks – more access.
10. A book of research/results.
11. Talk more about process not just archaeology.
12. Must engage public not castle stuff
13. Displays in local towns.
14. Talks in the local areas (through the year)

Do you like the idea of in situ information boards around the town? Is this helpful/interesting?

1. Ought to be publically allowed
2. Information boards in other nearby towns
3. Very important – all some people see is students in high vis jackets and nothing else
4. Yes definitely. Great for residents, the school and for visitors to Berkeley
5. Yes – good idea – visitors to Berkeley also interested I expect
6. Know what's going on with diagrams, and the public
7. Paddock didn't used to be empty and has done research – knows the history
8. Some already at the castle – looking for interactive ones – make it more interactive

What can we do to communicate better with Berkeley locals?

1. Involving the local school and youth groups would be great
2. More open events for locals – newsletter at beginning and end of digs
3. Display in local shop – mini exhibition
4. The Berkeley flyer – monthly (deadline 15th) – encouragement
5. Local district gazette

How have your perceptions of history changed as a result of excavation? Do we need to re-write the history books?

1. Significance of the minster
2. Almost certainly! How are we recording this – data management?
3. It depends on what you've excavated
4. Advanced evidence of the time

Community responses & representation

What does the excavation mean to you?

1. Better idea of history of Berkeley 'Brings the town to life'
2. Continuity of community

Is the dig important to the towns people of Berkeley?

1. Only important in terms of muddy boots
2. People who don't take their muddy boots off in shops – not popular
3. Yes majority have some interest.
4. Yes I think it is because finding more about your town is exciting
5. At this moment hoped that we would be able to map out the building we've found. Have we found the old town of Berkeley?
6. Involve those who are interested
7. Yes particularly if it can be made generally accessible to those interested
8. Is sustainable as only 4 weeks each year so not too socially detrimental.

Is Berkeley accurately represented?

1. Potential for engagement
2. 'Stepping Back in Time'

How has the university's excavations changed your views of archaeology?

1. The artifacts don't have to be really old
2. Archaeology is everywhere!
3. All items are archaeology
4. The process is incredibly interesting.

Environment and social sustainability

Are the people of Berkeley interested in how the environment has changed over the centuries?

1. Yes many are and many more would be if they engaged with what the university are doing.
2. May be youngsters might not but the elders might.
3. I am, would be nice to be involved.
4. Yes – wants to know how the town layout changed over time and why.

Is the project socially sustainably? How are we affecting the town's social environment?

1. Less engagement due to secrecy of finds

2. Bristol diggers very popular – would be nicer to have more events to include the town.
3. If the community can be more engaged and included – it could be very sustainable.

What can we do to benefit local business?

1. Encourage tourism
2. Bring in visitors

Ethics

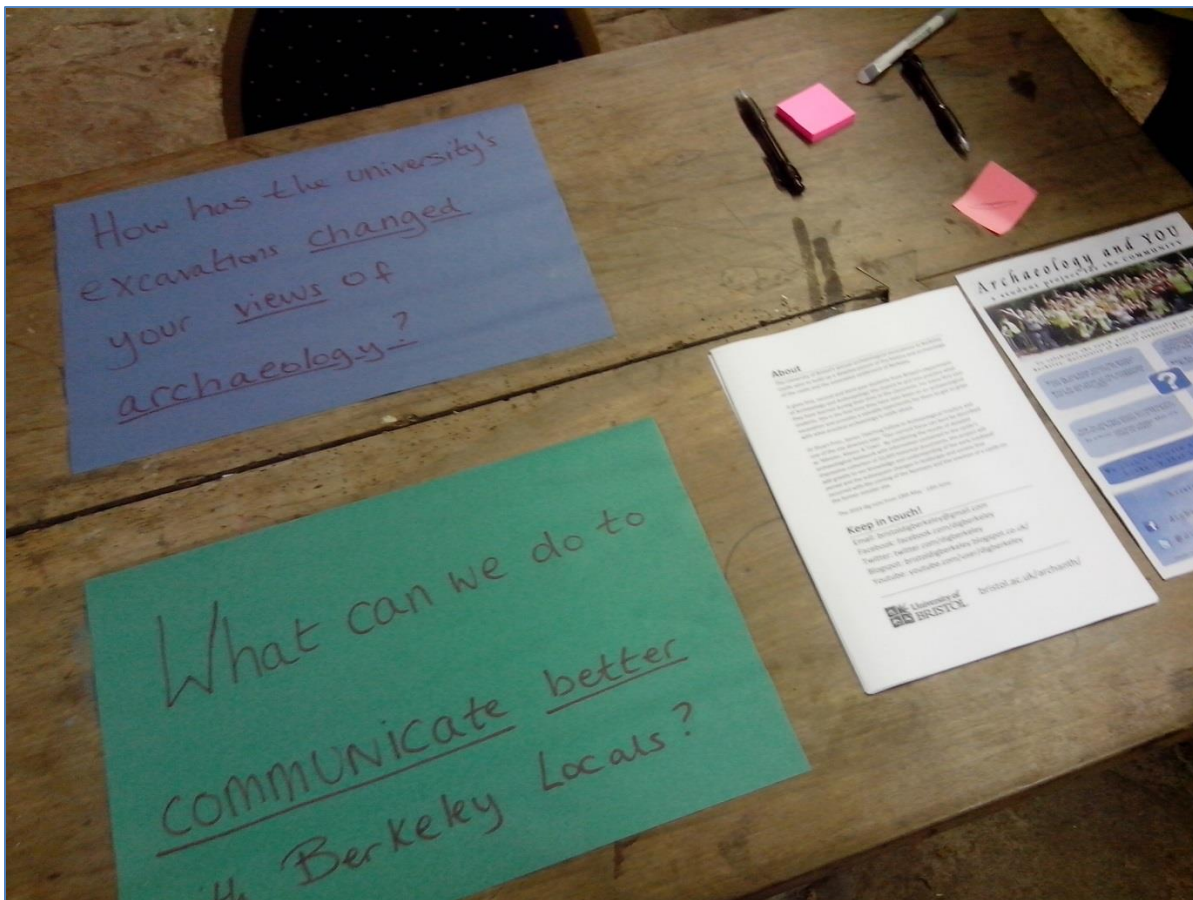
What are your views regarding the excavation and display of human remains?

- Most archaeologists are accustomed to dealing with the excavation, handling and display of human remains regularly. Are there any particular concerns that you have with regards to these processes, for example, with regards to the age of remains or whether they can be identified?
- Do you expect to see human remains as part of a display from an archaeological excavation?
- Do you feel that the opportunity to view human remains enhances your learning experience when visiting an archaeological display? If so, do you feel differently about a display of human remains from Berkeley due to the more personal connection?
- Are there any comments you would like to add concerning the nature of a display of human remains from Berkeley? For instance, with regards to the level of lighting that may be appropriate.

No responses collected.

Appendix B – Community Engagement Event







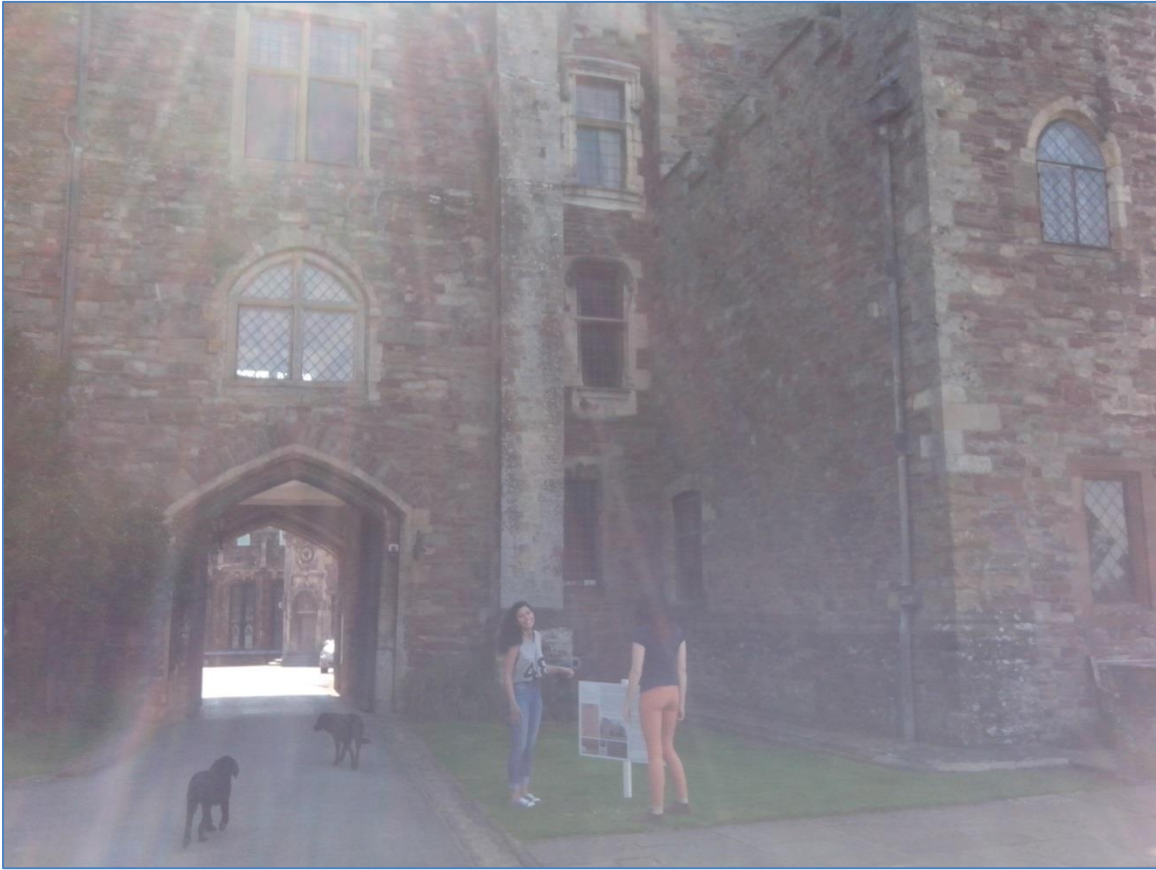
Above, younger children were given the opportunity to handle real artefacts excavated at Berkeley – this add-on bonus provided them with an extra learning opportunity that was interactive and enjoyable, and served to prevent boredom. This opportunity was facilitated by undergraduate students.

Appendix C – Poster Display Boards

Jenner Museum and Gardens



Berkeley Castle



The Castle

archaeological investigations
by University of Bristol
students



Berkeley Castle Project
Department of Archaeology
& Anthropology



Berkeley Castle dates back to the 11th Century, was rebuilt in stone in the 12th century, and since that time has belonged to the Berkeley family, apart from a short stint of Royal Tudor ownership. There are many tales and myths surrounding Berkeley's colourful history including the fact that King Edward II was murdered here in 1327.

The original earth and timber castle was built by William FitzOsbern around 1064, shortly after the conquest, however, between 1153-1154 King Henry II gave permission to rebuild the castle in stone with the aim of protecting the Bristol-Gloucester Road, the Seven Estuary and the Welsh border. The circular 'shell keep' and possibly also a square 'donjon' (great keep) were built between 1153 and 1156, most likely on the old ringwork which was the main construct prior to redevelopment, after which followed the building of the curtain wall between 1160-1190 by Robert and his son Maurice. Berkeley Castle is also the oldest continuously occupied castle in England after the Royal fortresses of the tower of London and Windsor Castle, and the oldest to be continuously occupied by a single family.

"A large open-area excavation (Trench 8) has identified a potential Norman house."



In the meadow to the south of the castle a geophysical survey has investigated a feature visible on LIDAR images (pictured, far left). Historic documentation suggests that this feature may be the remains of a medieval watermill and workings, two of which are known to have existed in the area.

The excavations extend west of the castle to Nelme's Paddock where the main fieldwork takes place. A large open-area excavation (Trench 8) has identified a potential Norman house. Trench 14 targets a geophysical anomaly that may also be the remains of another building.

Get involved!
Please contact us with any
questions or comments...

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facebook.com/oldigberkeley



digging Berkeley

The University of Bristol have been
conducting archaeological
excavations at Berkeley Castle for
over ten years.

It gives first, second and third
year students from Bristol's
Department of Archaeology and
Anthropology the chance to put
into practice what they have
learned during their time in the
classroom. For many first year
students, this is the first time they
have ever been on an
archaeological excavation and
provides a valuable opportunity
for them to get to grips with what
practical archaeology is really all
about.

"Our current focus can best be
described as 'Minster, Manor &
Town'. By combining the results of
detailed archaeological fieldwork,
with information contained in the
castle's impressive collection of
20,000 historical documents, the
project will add greatly to our
knowledge and understanding of the
early medieval period and the
subsequent changes in landscape
and society that occurred with the
coming of the Normans and the
erection of a castle on the former
minster site."

Dr Stuart Prior
Senior Teaching Fellow in
Archaeological Practice

How have the
university's excavations
changed your view of
archaeology?

This project is kindly supported by the
University of Bristol's Green Apple
Scheme

Inside St. Mary's Church (alongside other materials that formed part of the Festival of Archaeology)



Archaeological Excavations at Berkeley

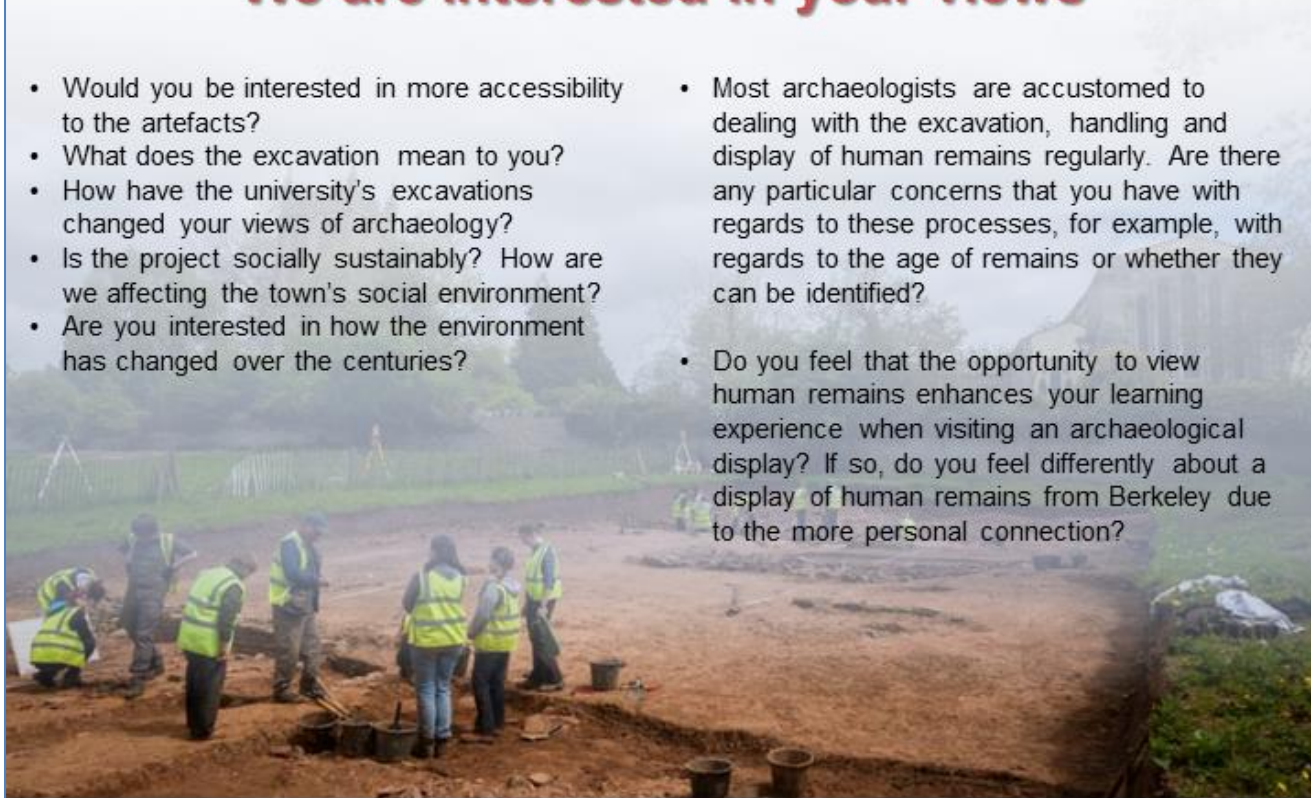
The University of Bristol have been conducting archaeological excavations at Berkeley Castle for over ten years. It gives first, second and third year students from Bristol's Department of Archaeology and Anthropology the chance to put into practice what they have learned during their time in the classroom. For many first year students, this is the first time they have ever been on an archaeological excavation and provides a valuable opportunity for them to get to grips with what practical archaeology is really all about.

Our current focus can best be described as 'Minster, Manor & Town'. By combining the results of detailed archaeological fieldwork with information contained in the castle's impressive collection of 20,000 historical documents, the project will add greatly to our knowledge and understanding of the early medieval period and the subsequent changes in landscape and society that occurred with the coming of the Normans and the erection of a castle on the former minster site.

Dr Stuart Prior
Senior Teaching Fellow in Archaeological Practice

We are interested in your views

- Would you be interested in more accessibility to the artefacts?
- What does the excavation mean to you?
- How have the university's excavations changed your views of archaeology?
- Is the project socially sustainable? How are we affecting the town's social environment?
- Are you interested in how the environment has changed over the centuries?
- Most archaeologists are accustomed to dealing with the excavation, handling and display of human remains regularly. Are there any particular concerns that you have with regards to these processes, for example, with regards to the age of remains or whether they can be identified?
- Do you feel that the opportunity to view human remains enhances your learning experience when visiting an archaeological display? If so, do you feel differently about a display of human remains from Berkeley due to the more personal connection?



Berkeley Castle Project
Department of Archaeology
& Anthropology



University of
BRISTOL

Get involved!

Please contact us with any questions or comments...



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*This project is kindly supported by the University of Bristol's **Green Apple Scheme***